

THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

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THE SCHOOL FRIEND.

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This paper will be sent, FREE OF CHARGE, to every teacher, school officer, or clergyman, in the West or South, who wishes it.

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For the School Friend.

EDUCATION.---NO. XII.

Intellectual Education.

READING.

In continuing our remarks upon this topic, having specified *spelling* and *definitions* as among "the collateral branches which may be profitably studied in connection with reading," we will now add:

3. *Grammatical Construction*.—On this subject information may be imparted:

First.—By making each reading lesson the basis of examination in the usual way of studying Grammar. Those who are engaged in the study of this branch, or who have previously attended to it, will find in every reading lesson matter illustrative and explanatory of its more difficult principles. To these their attention may be profitably directed, without interfering with the more direct object of a reading lesson. A full comprehension of the meaning of a sentence is the key to its grammatical construction. The two objects, therefore, so far from conflicting with each other, will mutually coincide in securing the full benefit of the exercise. Interest will also be added to the lesson by giving some variety to the topics presented to the mind, while unity in the main design of the study is preserved.

Second. Much information upon grammatical construction may be imparted by presenting to the mind of the reader a living model of correct style. And here let us guard against a popular mistake upon this point. A knowledge of the grammatical construction of our language does not consist *merely* in an acquaintance with the rules of grammar. It goes much further back, even to the fountain head. As was shown in spelling and pronunciation, so here, also, "good usage" is the only proper authority. Rules and classified principles are merely the *record* of this authority. It is the province of the grammarian to ascertain the practice of good writers and speakers, to generalize and classify principles derived from thence, and thus to form a record for convenient study, examination, and reference. This record of good usage, in the form of rules and general principles, and with such scientific terms and distinctions, as are calculated to simplify the subject, and adapt it to study, constitutes what is called the "Science of Grammar." But the *practice*, the *usage* itself, is the source, the substance of all authority. This it is, which the reader has before him in the printed page. He

there examines the fountain from which grammarians derive their principles, and can judge for himself of their correctness. He ascertains for himself what is good usage, what is authority, and can correct the errors, fanciful suggestions, and dogmatic rules of such grammarians and critics as step aside from their appropriate province, and attempt to *give* law, instead of *following* it.

An extensive acquaintance with the principles of correct grammatical construction, or even valuable information on the subject, can only be obtained by close and repeated examination of the living model. A pupil may "parse" all the days of his school-boy life, and may succeed admirably in analyzing even the most difficult sentences, yet may not have learned to talk or write with any tolerable accuracy. He has taken up the matter in detail, and having learned terms, inflections, and rules, with their application to parsing, supposes his education on this point complete. All this should, without doubt, be done, but there is also much more which should not be left undone. What we would speak of in this connection especially as important to be done, is the daily contemplation of the living model before him in those lessons which form his reading exercise. We are by nature imitative beings. Painters and sculptors spend years in gazing upon the perfect model, before they arrive at any great degree of perfection in their art. Thus would we have a pure and faultless grammatical style presented to the young reader, and should expect, through the eye resting daily upon the page, and the tongue often repeating well constructed sentences and phrases, that the mind would form a correct conception of excellence in this branch, and adopt it as the vehicle of its own thought. P.

For the School Friend.

On Teaching Arithmetic.—No. 10.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

SIMPLE MULTIPLICATION.

In the preceding article on this subject I spoke of what multiplication is, and the necessity of giving pupils a clear understanding of the nature of the operation. Arithmetic is a branch of Mathematics, and the subject should be taught in a strictly logical and mathematical manner. This course will be found the most profitable for the pupil, whether he spends little or much time on the subject,—whether he intends to acquire merely sufficient ability to make the calculations

required in the common business of life, or to pursue an extensive and complete course of education. It was a maxim of a learned and wise man, that whatever is worth doing at all, is worth doing well. This is particularly true with regard to the subject of Arithmetic. By teaching it properly, the reasoning faculties of the pupil are so cultivated and improved, that he frequently derives more advantage from this source, than from the mere amount of knowledge that he acquires.

Some of my readers will doubtless say, but why insist so strongly on the importance of the pupil understanding simple multiplication? I answer, because it is that one of the elementary rules that is too often imperfectly understood, not only by pupils, but even by writers on Arithmetic. Hence, we often hear such absurd questions proposed as, what is the product of 25 cents by 25 cents; or of £19 19s. 11d. by £19 19s. 11d.

In teaching this subject, the pupil should be shown that it is merely a short method of performing addition, where the numbers to be added together are all equal to each other. This may be illustrated by performing the same example by both methods; thus, suppose we have the following question: A man has four farms, each containing 123 acres; how many acres do they all contain?

To ascertain the required amount by addition, we merely write 123 four times, as in the margin, and then find the sum to be	123 123 123 123 492
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To ascertain the result by multiplication, we write 123, and multiply it by 4; that is, we take it 4 times. Instead of having to say 3 and 3 are 6, and 3 are 9, and 3 are 12, as in addition, we say 4 times 3 are 12; we then write down the 2 and carry the 1 to be added to the amount of the second column as in addition. In the second column, instead of saying 1 and 2 are 3, and 2 are 5, and 2 are 7, and 2 are 9, we say that 4 times 2 are 8, and 1 carried makes 9, to be set down in the tens' place. Lastly, in the third column, instead of saying that 1 and 1 are 2, and 1 are 3, and 1 are 4, we say that 4 times 1 are 4, to be written in the third place. This simple and elementary process is important, because it shows the pupil what multiplication is, and its relation to addition.	123 492
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The next point which it is important the pupil should understand, is the method of multiplying by a number consisting of two or more places of figures. In general terms it may be explained thus. When we multiply by the units' figure of the multiplier, we write the product in units' place, because it is so many units; when we multiply by the figure in tens' place, we write the product, beginning at the place of tens, because it is so many tens; in the same manner, when we multiply by the figure in hundreds' place, we write the product, beginning at the

hundreds' place, because it is so many hundreds; and in a similar manner with the other figures of the multiplier.

To illustrate this by a particular example, suppose it is required to multiply 245 by 23.

In multiplying by 3, as in the margin, we get 3 times 245; then in multiplying by 2, since it is 2 tens or 20, we get 20 times 245. By adding these products together, it is evident that we get 20 times and 3 times, that is 23 times the number to be multiplied.

To test the pupil's knowledge of the principles, it is sometimes useful to ask him such questions as the following, with reference to an example similar to the preceding. When you multiply by 3, how many times the multiplicand do you get? When you multiply by 2, how many times the multiplicand do you get? Supposing these questions to be correctly answered, he may be asked; if instead of writing the product by 2 in the tens' place, as it is done in the example above, it had been written in the units' place under the product by 2, and then the products added together, the result would be equal to how many times the multiplicand? The answer is obviously 5 times.

If instead of writing the product by 2 in the tens' place, as in the example above, it had been written one place further to the left, and the products then added together, how many times would the multiplicand have been taken? The answer is evidently 203 times.

The subject of contractions and abbreviations in multiplication will be noticed at some future period; the next article will be devoted to Division.

Treatment of Teachers.

Those who have toiled for years to prepare themselves for the difficult, laborious, and too often thankless task of educating our children, and who, upon trial, have been found faithful and worthy, are, when their *three* months have expired, allowed to go forth upon the world, and seek elsewhere to find employment for a similar term; and another succeeds him to pass away as soon. Why is this? Solely for the love of change. And now let us enquire what is the result of such procedure. Our teacher of three or four months, enters his or her school-room—a stranger. A little time is spent in arranging and re-arranging classes, in becoming acquainted with the minds and dispositions of the pupils, and perhaps when the time has half or nearly expired, both teacher and scholars have become deeply interested in their studies, or in other words, they have just commenced to learn, and might make rapid progress, but for the voice of the district, which pronounces to that faithful servant, the cold and chilling word depart. The first portion of the term has been literally

thrown away, for the frequent recurrence of such scenes can and should be avoided. Now, twice in each year,—at the beginning of the summer and the winter school, this initiatory process, which occupies altogether too much time, must be gone through with; besides, there are from two to three months every spring and autumn, in which we have no school at all. Thus, we see that in fact, we receive the benefits of a school but a very small portion of the year.

The effect of changing is deleterious to both parties. Teachers passing from one school to another, become discouraged and disheartened, and they cannot take the same interest that they could, if they considered it their home so long as they proved themselves faithful and competent. The most they can hope to accomplish, is to lay a foundation whereon others may build, or add something to a foundation already laid, however badly that work may have been performed. Every teacher has a different method of instructing, and it not unfrequently happens, that what one labors assiduously to build up, another labors as assiduously to pull down; thus counteracting all that has been done, besides weakening that confidence which children should ever impose in their instructors. Nor is this all. It is often said that, "as is the teacher, so is the scholar," and "that children more readily imbibed the vices than the virtues of those with whom they associate." If this is true, is it not all-important that parents should be very particular in the choice of those who, next to themselves, possess the most powerful influence over their children, and having procured one, both worthy and competent, that they should not change for "light or trivial causes," nor for the difference of a few paltry dollars.

It would seem, too, as though our present system was well calculated to disseminate vice, for our teacher is generally a stranger, and if he is unworthy, we keep him just about long enough for our children to imbibe his faults and vices, and these take such a strong hold upon their minds, that other and worthy teachers may not be able to eradicate them, but may by a slower influence, leave the impress of their virtues upon them also. This, in some measure, accounts for the motley character, the strange compound of good and bad, of vice and virtue, which travelers ascribe to Americans.

If we would have our children generous and noble, virtuous and intelligent, we must not only procure teachers who possess these invaluable qualities, but treat them, not as *slaves*, but as members of our own families, as our best friends and benefactors,—and our "children will rise up and call us blessed."—*Michigan School Jour.*

Happiness.

We must not look for happiness in the world, nor in the things of the world; but within ourselves, in our temper, and in our heart.

The Schoolmaster, or a Winter in Cedarville.

BY EDGAR WAYNE.

"Is he handsome?" "Old?" "Young?"
 "Married?" "Single?"
 "Is he a Collegian?" "A Doctor?" "A
 Lawyer?" "A Student of Divinity?"
 "Is he tall?" "Short?" "Stout built?"
 "Slender?" "Genteel?" "Is he—"

Here the querists talked so fast and so confusedly, that it is impossible to transfer their questions to paper. Mr. Pimento, who had just stalked into the room, in all the dignity—or perhaps we should say, in all the dignities—of Chairman of the Selectmen, Chairman of the School Committee, of the Board of Health, of the Overseers of the Poor, and of the Assessors, was dumb-founded.

Ever since the Roman matrons bored the Senate of the seven hills, women have been curious upon the proceedings of deliberative assemblies. We say *ever since*—not that women were not curious before Romulus killed Remus for jumping over a mud wall, but because the instance above cited is one of the first authentic ones on record.

It was known in the quiet village of Cedarville that a committee meeting was to be held on the afternoon of the twenty-fifth of October, 18—, for the selection and engagement of a schoolmaster. On the same afternoon, the Fates so ordered it that Mrs. Pimento invited some score of her female friends, married and unmarried, to make merry with her husband's Young Hyson. When that Caleb Quotem came from the meeting, he was assailed we have seen by the women, who, whatever be their usual development of the organ of veneration, certainly venture upon more liberties with public dignitaries than the other sex dare indulge in.

We shall here leave Mr. Pimento to answer the questions of his wife's friends as best he may, and turn back to the meeting of the Cedarville school committee.

Each of the Boards for the management of the municipal affairs of Cedarville, acted essentially as "a unit." As we have nothing to do with any branch of government but the school committee, our readers may take that as an example. *In primis*, there was the chairman, Mr. Pimento, elect to the school committee on the strength of his white hairs and comfortable property; the latter being proof conclusive that he was excellent at a bargain, and would of course provide economically for the education of the youth of Cedarville. He was farther sure of a majority of votes for any office in the gift of the people, because he had either mortgages on one half the estates in the village, or running accounts against their proprietors. Their suffrages were free certainly, for the editor of the Cedarville Universal Advertiser maintained so, in an editorial article a column long which contained only

that one idea. And who shall gainsay an editor? Editors are infallible—therefore it is plain that although the presentation of an inconvenient account or the immediate foreclosure of a mortgage, was the consequence of a vote against Mr. Pimento, the suffrages of the voters of Cedarville were *free* nevertheless.

The first candidate on the list for the vacant berth of schoolmaster was Mr. Dilworth Accidence, who passed the ordeal of Mr. Pimento's examination as follows:

"You're a young man, Mr. Accidence?"

"Twenty-five."

"Born in New England, I take it?"

"Yes sir."

"College larnt?"

"Yes sir."

"What persuasion?"

Persuasion in New England means religious belief. Accidence knew that his fate depended on his answer, but he knew nothing of the religious sentiments of his examiner. Fortune, however, helped him at a pinch, and his reply would not have disgraced the Delphic oracle, being capable of any interpretation.

"The religion of our fathers."

"Hem-em. You say you are college larnt. Be you practical—good at cipherin'?"

"Yes sir."

"What books do you use?" Pimento had a pile of books on hand.

"What the committee direct."

"Hem—what will you teach for?"

"What the town has been in the habit of paying."

"Hope you pretty generally enjoy good health?"

"Yes sir, I always *enjoy* good health."

"Got a recommend?"

"Yes sir."

"Very well, Mr. Accidence, you may go out a few minutes."

Mr. Pimento wiped and adjusted his spectacles and spelled out a certificate of three lines in the incredible short space of five minutes.

"Ahem-em-em, (and he took off his spectacles) Gentlemen, (and he arose) I think the master went through the examination with a great deal of dispatch and satisfaction. It appears to me, ahem—it appears to your chairman that he is every way qualified, and I conceit we can't do better than to hire him at once. He is orthodox in religion, and will be a great addition to the singin' seats a Sundays. Then he ain't got no new fangled notions about books, to run folks into debt, and we shan't lose no time by his bein' sick. He answered very correctly—as well as I could have done myself—so I am ready to hire him. Ehem-em. What do you say, gentlemen, shall we take him without lookin' further?"

The vote was unanimous, of course, and Mr. Accidence was called in and engaged—we dare not say on what terms, lest it should cause a

shade of doubt to rest on our veracity. Mr. Editor, then, in the hope of securing a correspondent to the Advertiser, volunteered to show the schoolmaster about town, and Mr. Pimento invited the two men of letters to call at his house in the evening.

Now if you please, reader, we will slip back to Mr. Pimento's. The party had just begun to renew their attacks upon their host, when to the infinite relief of that worthy, the door opened, and Mr. Editor announced Mr. Dilworth Accidence, introducing him to each person in succession. Oh! there is no describing the sensation that is created in a country village by the arrival of a young, tolerably pretty, unmarried pedagogue. The village belles draw odious comparisons between the elegant exotic and the rustics indigenous to the soil, and the village beaux silently swear horrible jealous oaths at the new comer.

The ceremony of introduction being over, Mr. Editor, who officiated as exhibitor of the lion, seated him and then himself took a seat by his side, and the ladies composed themselves in their chairs again. One who had a pretty foot, managed to protrude it a little beyond her gown. Another with a swanlike neck, sat a model for a goose. The back of another who had a remarkable taper waist, seemed to have cut all acquaintance with the back of her chair. A tremendous India carved comb, which had strayed to Cedarville, came near putting out Mr. Dilworth's eyes, by the anxiety of the wearer to compel him to look at it. Miss A.'s beautiful hand was exhibited in a thousand ways. Miss B.'s beautiful new reticule was continually in requisition. Miss C.'s cambric handkerchief scattered the odors of otto of roses incessantly. Miss D.'s—but we have got far enough in the alphabet of preliminary preparations of these "fishers of men," whose baits were prepared to capture the heart of Mr. Dilworth Accidence. The beaux, whose arrival had occurred just previous to that of the schoolmaster, eyed the fire as if they were solving the question, how much ashes can be produced from a given quantity of wood. Mr. Pimento proudly regarded the wonderful schoolmaster as almost a being of his own creation; and as they sat in silence all, debated within himself how far the presence of the man who kept a room full of women silent, could have the same desirable effect on Mrs. Pimento, if he engaged him as a boarder.

The ice was not broken till just at the moment the party broke up, when Messrs. the Editor and Schoolmaster showed signs of vitality, and commenced a critical discussion on the merits of Perry's Spelling book. Nothing remarkable occurred at the cloaking or hooding, except that Mr. Accidence offered his services to see no damsel home, thereby offending just one more than he would have done by being gallant. And so they separated; the beaux relieved of a portion of their jealous fears, and assisting the belles, as they walked home, to expatiate on the merits of

the stranger; and the married couples consulting how long they could with decency procrastinate a reciprocation of Mr. and Mrs. Pimento's civility.

A volume would not contain all the manœuvres made in Cedarville to entrap Mr. Dilworth Accidence. Miss Judith Primrose,

"Thin, spare, and forty-three,"

presidentess of the Dorcas Society, proposed and carried a resolve that gentlemen be admitted as honorary members, and Mr. Accidence was accordingly voted in. Miss Nightingale, leader of the female singers in the village choir, screamed herself hoarse in the Ode to Science on the first occasion that the schoolmaster was present at a sing; and Miss Seraphine Hugg, a young lady who at fifteen had read every novel within her reach, suddenly discovered that her education was lamentably deficient, and put herself under the direction of Mr. Accidence. The devout were unusually devout, when it was ascertained that the pedagogue was a constant attendant at church and conventicle. A reading society was set on foot because the master happened to drop a hint of the plan of one with which he had been formerly connected. Albums were piled upon his table by the dozen, and deep were the studies of the owners to torture his offerings into something tender, or to discover some hidden meaning.

All this worked admirably well for the comfort of Mr. Dilworth, who was no contemner of the good things of this life, as it gave him an entrance into all houses where there were marriageable daughters, and who longed to be thought so. But with an enviable tact at "dodging the question," he kept all his admirers in suspense. No story of his devotedness to any particular star could obtain currency among the women, as each was slow to believe that he could be appropriated to any other than herself.

So waned the winter. The boys improved wonderfully, (so their sisters said,) under Dilworth's instruction. The girls—as girls always do in a district school—did as they pleased. Examination day came and passed. The opinions of the generous public of Cedarville were unanimous in favor of our hero, and serious thoughts were entertained of getting up a subscription school to be taught during the summer months. At any rate, the women were decided in the opinion that the least that could be done for so excellent an instructor, was to engage him to teach the school for the next winter. The Cedarville Advertiser was grandiloquent in its praises. The school had not appeared so well "at any time within the memory of the oldest inhabitant." A sonnet upon education in general, and Mr. Dilworth's school in particular, appeared in the columns of the same paper, and was attributed to the pen of Miss Seraphine Hugg, who, by the way, we should have before stated, was the sister of our editorial friend.

As a wind up to the winter campaign against the obdurate heart of Accidence, Mr. Pimento

gave the closing party of the season. All the elite of the village fishers were there, desperately intent on improving the last opportunity of angling for Dilworth Accidence. Generally punctual though he had hitherto been, at all such meetings, yet all the company were fully assembled on this occasion, and the pedagogue came not. As a matter of course the conversation turned altogether upon the expected guest.

"He is a delightful man," said Miss Seraphine Hugg; "so sentimental."

"An excellent teacher," said Mr. Pimento, "so reasonable in his price."

"A beautiful writer," said Mr. Editor Hugg, "you have undoubtedly noticed his articles in the Universal Advertiser, over the initials D. A."

"Oh, yes," cried all in a chorus, "an elegant writer."

"A writer of the first chop," said Mr. Pimento, "he bought a whole rim of paper at my store."

"And so charitable?" said Miss Judith Primrose, presidentess of the Dorcas society.

"And so devout," said Miss Bunyan, "I really wish there were more such young men in town."

"Amen!" exclaimed Parson Monotonous, who recollected that on many occasions, Dilworth had resolutely kept awake when all the other males in the house had sunk to sleep under the soporific influence of his sermons.

"And such a singer!" said Miss Nightingale.

"He walks so gracefully," said Miss with a pretty foot.

"And has such an idea of symmetry," said she of the taper waist.

"And such taste for dress," said the lady of the India comb.

"Such genteel manners; he hands one over a stile so gallantly," said Miss A. of the beautiful hand.

"He picks up a handkerchief or a bag so politely," said she of the elegant reticule.

"And he uses such splendid cologne," said Miss of the scented handkerchief.

"And reads with such an accent and emphasis," said Miss Indigo who founded the reading society.

"And wrote so delightfully in my album,"—"and in mine,"—"and in mine," they all cried to the end of the chapter.

It was unanimously resolved that a subscription school for the summer months should be got up, and Mr. Editor Hugg had just commenced to prepare a paper for signatures, when Mr. Pimento's "help" made her appearance with a note addressed to Long-Primer Hugg, Esq., Editor of the Cedarville Universal Advertiser, who after running it over stated that it was an apology for non appearance from Mr. Accidence, and read as follows:

"Mr. Dilworth Accidence's compliments to Mr. Hugg, and begs he will do him the favor to apologize to the ladies and gentlemen at Mr. Pi-

mento's this evening. His WIFE AND FAMILY having just arrived in town," &c., &c.

There was a dead pause. The mouths of the belles started agape with astonishment, the heads of the beaux rose with a simultaneous movement, and the smiles that irradiated their countenances contrasted oddly enough with the lugubrious aspects of the fair half of the assembly. Silence at length was broken—conversation became animated—but how in the world it took such a turn as it did, we cannot say; the following among other things however were certainly uttered.

"I'm not so sure about his charity," said Miss Judith Primrose. "He never gave the Dorcas Society any thing but a pair of cast-off pantaloons."

"I don't think his writing so very finished and elegant," said Miss Seraphine Hugg; "Do you think so, brother?"

"Why—ah—really—no," said Long-Primer Hugg, Esq., who vacillated between the fear of offending his sister and the hope of obtaining something more from Mr. Accidence in the shape of original matter.

And all present nodded assent to the denunciation!

"He ha'n't paid for that rim of paper yet," said Pimento, with a thought of his unmarried daughters.

"I must acknowledge, I have suspected his piety," said Miss Bunyan.

"There is none that doeth good; no not one," said Parson Monotonous, with a longdrawn sigh, as he thought upon the two Misses Monotonous.

"He always puts me out when I sing with him," said Miss Nightingale.

"Such an awkward foot as he has!" said Cinderilla.

"Such a clumsy form!" said the Taper Waist.

"Such a homespun dress!" said the India Comb.

"He almost broke my neck yesterday, in twitching me over the stile," said Little Hands.

"He broke the clasp off my indispensable," said Miss Reticule.

"I should think his cologne was New England rum," said Scented Handkerchief.

"He does so abuse the king's English," said Miss Indigo.

"I am so sorry I let him scrawl in my album,"—"and I!"—"and I!"—and so on until they were all sorry.

"And I don't know about his teaching so reasonable," said Mr. Pimento, "Guess we paid him all he was worth."

And so they all guessed; and Mr. Editor Hugg's prospectus for a subscription school to be taught by Mr. Dilworth Accidence, was thrown under the table.

Mr. Dilworth Accidence was not long in finding which way the wind lay. The subscription school, in the hope of which he had invited his

wife to Cedarville, was blown over, and he received not even an invitation to teach the next winter school—and decamped. He did not get away however before Mr. Pimento made him pay for the *rim* of paper, and Long-Primer Hugg took good care to get fifty cents for Dilworth's three months' subscription for the Cedarville Universal Advertiser, notwithstanding it had always been understood that the editor was very much obliged to Mr. Accidence for accepting his paper.

The next Cedarville Advertiser contained a second article upon Mr. Dilworth's school. It was the antipodes of the first one, and commencing with "In what we said last week, we did not mean to be understood," &c., it went on to place Mr. Accidence as much below par as the first had placed him above. Miss Judith Primrose suddenly discovered that it was unconstitutional to admit male members to the privileges and immunities of the Dorcas Society. The vote to admit them was reconsidered, and Mr. Accidence was expelled. The reading society was abandoned. The albums in which Dilworth practised joining hand, were mutilated by the abstraction of the leaves upon which he wrote—and thus were effaced the last traces of the honors paid in the village of Cedarville to Mr. Dilworth Accidence.

Mental and Moral Culture.

MATERNAL INFLUENCE.

We are sometimes consoled in reflecting upon the melancholy backwardness of Virginia in providing her people with the means of education, by the fact that so few of the systems established in the most enlightened states of the Union recognise the importance of educating the heart as well as the mind. The prevailing idea seems to be that, if the people are taught to read and write, so that, as in the state of Connecticut, there shall not one man be found destitute of these acquirements, the great end of education has been accomplished, and the happiness of the individual, and the welfare of the state secured. It appears to us that this notion is stamped as a fatal error, by all history, from the moment when Adam ate the fruit of the tree of knowledge to the present hour, and that it requires but little acquaintance with human nature to perceive that the culture of the mind alone can never accomplish the grand results which are attributed to it by modern enthusiasts.

It seems to be generally conceded that the moral nature of man requires as much cultivation as the intellectual, to insure a virtuous and useful exercise of its qualities. To improve the intellect, then, and leave the heart uncultured, is but to increase the capabilities of a depraved being to work evil, and still farther to debase himself and injure his fellow men. The records of the past abound with instances of intellectual monsters, whose talents were only employed in injury to their species; with Voltaires and Rousseaus in the

schools of the philosophers, with Borgias in the church, Bacons in the state, and Napoleons in the camps, whose splendid faculties of mind, united with corrupt propensities of heart, converted them into demons rather than men.

An examination of the criminal records in Europe and in our own country, will overthrow forever the ridiculous assumption that the cultivation of the intellect, alone, will produce good citizens and moral men. And even if we take those states in our own Union where the people are most generally educated, we shall find as much selfishness and fraud in money matters, and greater enthusiasm, and fanaticism and folly in religion, than in the most benighted portions of the Union. Talents are regarded as of more importance than virtue; the man of letters and genius, no matter how selfish or egotistical, is treated with more respect than the generous, upright, honorable citizen, who is unable to put forward any great literary pretensions. While children are reared to place the highest estimate upon intellectual success, and the lowest upon moral excellence, we can only regard that education as a curse to its possessor and the community, no less than a sure precursor of the eventful downfall and barbarism of the state.

A system of instruction to be a blessing instead of an evil, must recognise the code of Revelation as an essential portion of human education. The virtues of the Bible and the letters of the alphabet must be impressed together upon the tender nature of the child. While it imbibes the wisdom of the serpent, it should also learn the harmlessness of the dove. The ethics of the inspired Book should be as systematically and thoroughly taught in every school as Reading, Writing, Geography and Arithmetic. Such an education will give to the world good as well as great men, and while it supports the state with the pillar of intelligence, will give it its other indispensable foundation, the virtue of the people.

Hand in hand with such a system of education should go that HOME-TEACHING which the MOTHER alone can give—those words of goodness and Heaven-derived monition, whispered over the cradle, breathed in the morning and evening prayer, exemplified in the daily life, which the child cannot forget if he would, which he remembers in the dustiest path of after life, and which rise, with the freshness of yesterday, before his dying eyes. If there is a spot upon earth where man is best fitted for his earthly and eternal destiny, and where angelic intelligences, watching with eager interests the development of an order of beings but little lower than themselves, delight to linger, it is not in the schools of Science, not alone in the sacred temples of Religion, but at the holy altar of a well ordered Home, where the Priestess brings her children to minister by her side, and teaches them to offer up daily sacrifices of evil passions, selfish propensities, and wayward humors, upon a shrine consecrated to Be-

nevolence, Generosity, Humility, Forgiveness, Truth—in one word to God.

American Mothers! Have you not in your own history a noble exemplar? Have you not *Mary, the Mother of Washington*? Take for your model her in whose eyes Knowledge was but the handmaid of Virtue, and no future poet, commemorating the praise of our immortal patriot, need exclaim in his despair,

"Has earth no more
Such seeds within her breast?"

Richmond (Va.) Republican.

Declivity of Rivers.

A very slight declivity will suffice to give the running motion to water. Three inches per mile, in a smooth, strait channel, gives a velocity of about three miles an hour. The Ganges, says a writer, which gathers the waters of the Himalaya mountains, the loftiest in the world, is, at 1800 miles from its mouth, only eight hundred feet above the level of the sea—that is, about twice as high as St. Paul's church, in London; and to fall these eight hundred feet in its long course, the water requires more than a month. The great river Magdalena, in South America, running for a thousand miles between two ridges of the Andes, falls only five hundred feet in that distance. Above the commencement of the thousand miles, it is seen descending in rapids and cataracts from the mountains. The gigantic Rio de la Plata has so gentle a descent to the ocean, that in Paraguay, 1500 miles from its mouth, ships are seen which have sailed against the current all the way, by the force of the wind alone—that is to say, which, on the beautiful and inclined plane of the streams have been gradually lifted by the soft wind, and even against the current, to an elevation greater than that of our loftiest spire.

Geological Facts.

Some twenty or thirty feet below the level of the plain around Richmond, Virginia, occurs one of the most remarkable deposits in this country, or in any country. The place in which we have found it most fully developed, is where the small brook, at the east end and on the north side of Clay street, empties into Shockoe creek. On the bank of that brook will be seen a stratum from ten to fifteen feet thick, which most persons would call white clay; but Prof. Rogers, of the University, (the State Geologist,) has ascertained that it is made up almost entirely of *animalcula* or *infusoria*—that is, microscopic animals. These skeletons, consisting of silex, are incredibly small, so that each cubic inch of this infusorial earth contains many thousand millions of them. How inconceivably numerous, therefore, must they be, to form a deposit at least ten feet thick, and extending many miles over the adjoining country! It has excited great interest among the learned naturalists of Europe as well as of our own country,

and henceforth none of them will visit Richmond without searching at once for this deposit. Professor Ehrenberg, of Prussia, the most eminent of living microscopists, has examined specimens from this place, and discovered at least one hundred and thirty species,—I state from recollection only—of these minutest of animals in them. To discover them in this almost impalpable dust, requires a powerful microscope: and doubtless, therefore, many who look at specimens with the naked eye, will be very incredulous as to these statements. But they are considered as established facts by the scientific world.

The substance may be distinguished from clay by being much lighter when dry. It is not, indeed, much heavier than magnesia, when pure. In other parts of the world it is sometimes used for polishing powder. From a slight trial, I judge that the Richmond deposit would answer the same purpose.

Beneath the infusorial deposit is a greenish or blueish clay, containing numerous sea-shells, or rather casts and moulds of them, with sharks' teeth, &c., but these, although of deep interest to geologists, will not excite much attention from others.

It can hardly be doubted that, when this region was covered by the ocean, the waters swarmed with microscopic animalculæ whose skeletons, as the animals died, dropped to the bottom, and in course of ages accumulated prodigiously. But when we recollect how astonishingly fast they multiply, we need not suppose many centuries necessary to produce even this extraordinary thickness.

Christian Watchman.

The End of Great Men.

Happening to cast my eye upon some miniature portraits, I perceived that the four personages who occupied the most conspicuous places were Alexander, Hannibal, Cæsar, and Bonaparte. I had seen the same unnumbered times before, but never did the sensation arise in my bosom, as my mind hastily glanced over their several histories.

Alexander, after having climbed the dizzy heights of ambition, and with his temples bound with chaplets, dipped in the blood of countless nations, looked down upon a conquered world, and wept that there was not another world to conquer—set a city on fire and died in a scene of debauch.

Hannibal, after having, to the astonishment and consternation of Rome, passed the Alps—after having put to flight the armies of this "mistress of the world," and stripped three bushels of golden rings from the fingers of her slaughtered knights, and made her very foundation quake; was hated by those who exultingly united his name to that of their god, and called him "Hanni Baal," and died at last by poison administered by

his own hand, unlamented and unwept, in a foreign land.

Cæsar, after having conquered eight hundred cities, and dyed his garments in the blood of one million of his foes, after having pursued to death the only rival he had on earth, was miserably assassinated by those he considered his nearest friends, and at the very place, the attainment of which had been the greatest aim of his ambition.

Bonaparte, whose mandates kings and priests obeyed, after having filled the earth with the terror of his name, and after having deluged Europe with tears and blood, and clothed the world in sackcloth, closed his days in lonely banishment, almost exiled from the world, yet where he could sometimes see his country's banner waving o'er the deep, but which would not or could not bring him aid.

Thus these four men who, from the peculiar situation of their portraits seemed to stand as representatives of all those whom the world calls "great"—these four, who severally made the earth tremble to its centre, severally died—one by intoxication, the second by suicide, the third by assassination, and the last in lonely exile!

"How are the mighty fallen!"

Singular Traits of Song Birds.

A gentleman of my acquaintance had an American mocking bird in such health and vigor that it was constantly singing or else imitating the various sounds it heard. In order to try the powers of this bird the owner purchased a fine sky lark. When placed in the same room with the mocking-bird, the song of the former was heard to echo through the house, as if it were chanting on "fluttering wings," its well known welcome to the rising sun. The mocking-bird was silent for a time, but at last broke forth in the strains of the "aerial songster," but louder and clearer, as if mounting and stretching its wings towards heaven. The lark was silent from that moment, nor was a joyous note ever heard afterwards. Willing to test the powers of the mocking-bird still further, an unusually large price was given for a black-bird, celebrated for vocal powers. It was placed in the same room with the mocking-bird. Early on the second morning its song was resumed, and its charming notes were warbled forth with all the sweetness and modulations which may be heard in its native "thorny brakes." The mocking-bird listened and was silent for a time, when all at once its notes were heard to issue forth, but louder and sweeter than those of the woodland song. The poor black-bird heard them, felt that it was conquered, remained silent, drooped, pined, and died. From the above facts, emulation would seem to be one of the exciting causes of the songs of birds. When the powers are excelled they appear to feel the disgrace of being conquered, and to lose an inclination to renew their former effort.

Jesse's Country Life.

Silent Influence.

It is the bubbling spring which flows gently, the little rivulet which runs along, day and night, by the farm house, that is useful, rather than the swollen flood, or the warring cataract. Niagara excites our wonder, and we stand amazed at the power and greatness of God there, as he "poured it from his hollow hand." But one Niagara is enough for the continent, or the world, while the same world requires thousands and tens of thousands of silver fountains and gentle flowing rivulets, that water every farm and meadow, and every garden, and that shall flow on every day, and every night, with their gentle, quiet beauty. So with the acts of our lives. It is not by great deeds, like those of the martyrs that good is to be done; it is by the daily and quiet virtues of life—the christian temper, the meek forbearance, the spirit of forgiveness, in the husband, the wife, the father, the mother, the brother, the sister, the friend, the neighbor, that good is to be done.

Rev. Isaac Barnes.

Evil Company.

Sophronius, a wise teacher, would not suffer even his grown up sons and daughters to associate with those whose conduct was not pure and upright.

"Dear father," said the gentle Eulalia to him one day when he forbade her, in company with her brother, to visit the volatile Lucy. "Dear father you must think us very childish if you imagine that we would be exposed to danger by it." The father took in silence a dead coal from the hearth, and reached it to his daughter. "It will not burn you, my child, take it."

Eulalia did so, and behold her delicate white hand was soiled and blackened, and as it chanced, her white dress also.

"We cannot be too careful in handling coals," said Eulalia in vexation.

"Yes, truly," said her father; "you see my child, that coals, even if they do not burn, blacken. So it is with the company of the vicious."

Home Magazine.

Advice to Young Ladies.

Never be afraid of blushing. Accept no present of value from men. Avoid lightness of carriage. Be modest and moderate in dress. Be not often seen in public. Affect no languishing. Don't talk loud. Never deal in scandal. Receive a salute modestly. Be affable with the men, but not familiar. Sympathise with the unfortunate. Be not always talking and laughing. Be discreet. Suppose not all men to be in love with you that show you civilities. Let not love begin on your part. Speak not your mind on all occasions. Seem not to hear improper conversation.

Help from Within, versus Help from Without.

However grateful we may be for the real sympathy, so often counterfeited in our day, which seeks in pity to exalt the character of Teachers, as a class; however much we may reverence that pure patriotism, the subject likewise of ingenious imitation, which, looking to the transforming influence of educational establishments upon the world, insists upon yet higher attainments in the teacher, as a thing indispensable to his full efficiency; we cannot, as the accredited Advocate of Teachers, do otherwise than earnestly deprecate this embarrassing help from *without*. It presupposes the existence of deep debasement or depression, and what is worse, the entire absence of all self-elevating energy among us. Now, whatever may be said or thought of the first supposition, we utterly repudiate the sentiment, so strong in some minds, that teachers, as a body, are less able or ready, under suitable stimulus, to make their way onward and upward in professional matters, than other classes of people engaged in a common pursuit. What they want is not *means* but *motives*. Were all the schools in the land of a strictly religious cast, and none put in charge of them, save such as were known to be strongly affected by regard to the *spiritual* well-being of their pupils, then, indeed, considerations, lying far beyond the payments of gold and silver, might, and doubtless would, in most cases, prove all powerful motives in the production of a superior race of Teachers. But when we consider, that nearly all our schools, public and private, are devoted exclusively to secular instruction, and, therefore, rather repel than attract any strictly religious motive in the instructor, there can be no rational surprise, that men are not every where found, ready to sacrifice time, and thought, and health, and hope, only to give others a better start in the world than they ever had themselves. The teacher whose soul is tinctured at all with the spirit of his profession, will it is true, amid all discouragements, have a deep and deathless desire, to form with skill so much of the "common mind" as is committed to his care. But to spend nights of toil in study, after spending days of toil in teaching, that he may rise to distinction in the performance of unpaid and unhonored duties, is surely quite too much always to expect from poor human nature. Talent, tact and genius, supposing them every where existent, are not likely to be over vigorous in exertion, where neither fame, nor fortune, nor even bread in too great abundance, invite the laborer. How idle, then, is it, to complain of low qualifications, and yet scruple not, (as too often happens) to encourage deficiency by parsimonious compensation. How idle, and worse than idle, nay, absolutely criminal is it, to consume enormous sums in stately structures and other costly contrivances, with the vain view of fitting a greater supply of teachers for the service, while numbers of those already fitted, are daily drawn

by better and brighter prospects into totally different walks of life. Besides, it is a work without end, as it certainly is a work without worth. The labor of Sisyphus, or that of the wretched Danaides was not more perpetual nor less profitable. The want of teachers is clearly resolvable into a want of *hope* in the business. There is nothing in it to generate well founded expectation of competency. This prominent fact nearly moved the compassion, or shaped the policy of the far-famed Prussian government. For, there the worn out teacher, poor, the world over, in the *end*, as in the beginning of his career, at least experiences a fatherly favor from his native state, in the enjoyment of a pension during his declining years.

But despite of opposing facts, which no ingenuity can either explain or conceal, we are solemnly assured that teachers need only more preparation to insure more satisfactory pay; this affirmation so boldly made, we *as* boldly deny. The standard of qualification, in this State, at least, is quite equal, often quite superior, to the standard of salary.

Advertise in one of our New York papers, for a first rate teacher, taking care at the same time to hold out the prospect of a good salary; and, in less than twenty-four hours, such will be the crowd of candidates of undoubted ability about you, as to chase away forever the delusive notion, that the supply of the article in question in this market, is less than the demand. Still the rage is kept up for the manufacture, or rather for the *mentefacture* of new supplies. Nine out of ten of those already made and approved, are time and again rejected, as not sufficiently *cheap*; multitudes, as before intimated, are annually forced out of the ranks altogether by inadequate compensation; and yet men, who *should* know better, are still clamoring in the ears of the thoughtless:—"Train up Teachers! Train up Teachers!"

But *why* train them up? To meet the experienced fate of those already trained? Nay, *how* train up men to lofty exertion, who are denied the stimulus of lofty hope? We have, or may have trained talent, to any amount required; provided only, we can remunerate its services properly. But if by training, or by any other means, you expect to enjoy the services of superiority for the same consideration that secures to you those of mere mediocrity, your hopes will be deservedly disappointed. If you want the labor of good teachers, give them only the same *motives* that excite the energies of other people, who depend on *themselves* for success, and immediately will you see springing up in our midst a help from *within*, destined to overlook and to overleap, in its triumphant course, the vainly proffered help from without.

Teacher's Advocate

Pride.

"It is universally admitted that the first draughts of knowledge are apt to intoxicate the soul. A deeper acquaintance with the mysteries around

him may indeed tend to humble any man, by fixing his eyes on his own absolute lack of knowledge, rather than on his relative superiority. But as he first emerges from the mere level; it is rather with those below him than with the heights which soar far above that he is disposed to contrast his standing-place; and so the lowest eminence may swell easily into a mountain, and the half-learned man may be fearfully elated with an amount of knowledge which would seem to one above him to be nothing but a marvellous ignorance. It is, indeed, a true testimony to man's shameful fall that 'knowledge puffeth up.'"—

Bishop Wilberforce.

Old Age.

"Thou shalt rise up before the hoary head and honor the face of an old man.—I am the Lord." This benevolent precept is found in the law which was delivered to Moses. The Jews may, for aught we know to the contrary, observe this commandment; but the Christian, we suppose, considers it as a part of the ceremonial law; and therefore not binding on them or their posterity. We have often heard sophists discuss this *knotty point* about the moral and ceremonial laws with uncommon ingenuity. Whenever any of the precepts or commands found in the five books of Moses, or indeed in any part of the Old or New Testament appeared repugnant to the doctrines of the church or the *practices* of faithful, these biblical critics will be sure to inform you that they are a part of the ceremonial law; and therefore not to be observed by Christians under the new dispensation. Now, as we never have seen a young Christian "rise up to the hoary head, or honor the face of an old man," unless his age was supported by wealth or authority, we are necessarily led to suppose that the precept above mentioned is considered as a part of the ceremonial law of the Jews, and imposes no obligation on "the children of the kingdom."—*Savage*.

Volcanic Eruption in the Pacific.

A new volcanic eruption has occurred upon a small uninhabited island belonging to the Tavan group, of which an account has been published at Samoa, by J. C. Williams, Esq., U. S. Consul, and Capt. Sampson, of New Bedford. This island is named *Toku*, and lies sixty miles north-west from Tavan. On the 9th of June severe shocks of an earthquake were felt at intervals, at Tavan; on the night of the 11th, a very bright light was seen in the direction of *Toku*. The next morning every thing was covered with dust and the air had the smell of sulphur. On the 13th, Mr. Williams left Tavan and approached *Toku*. Immense volumes of smoke and dust were perceived, and on the morning of the 12th Capt. Sampson of the G. W. Morgan, whaler, on his way from one of the Tonga islands, entered the shower of ashes.

THE SCHOOL FRIEND.

CINCINNATI, NOVEMBER 1, 1847.

To Correspondents.

We have recently received several mathematical questions intended for insertion in the School Friend. While we feel thankful for the interest manifested by sending these problems, we are, at least for the present, obliged to decline them. Those furnishing answers to the Arithmetical questions will oblige us by forwarding them so as to reach here not later than the 25th of each month. We have several communications on hand which we shall endeavor to dispose of at an early period.

School Houses.

We have the satisfaction of announcing to our readers that the promised cuts of School Houses have at length arrived, and that, in the next number, we shall commence the publication of a series of articles that will embrace the most useful information that has hitherto been collected on this important subject. The subject of School House Architecture is just beginning to attract attention in the West, and we hope the day is not distant when it will become as distinguished in this respect as it now is for its great natural resources.

Back Numbers of the School Friend.

As several persons who have made application for the last and recent numbers of the School Friend, will be disappointed in not receiving them, it is proper to state that, in anticipation of an increased demand at the commencement of a new volume, we printed nearly a thousand extra copies, supposing that this number would fully meet the new applications. In this respect, however, we have been disappointed, and though it gives us pleasure to find our paper circulating so extensively, and promoting, as we believe it does, the interests of education, yet we regret that any friend of education who desires it, should be disappointed in receiving it. All the numbers of the first volume have been exhausted for some time. We intend to print a considerable number of extra copies of the present and succeeding numbers, so as not to be under the necessity, at least for some time, of making an apology similar to the present.

Teachers' Institutes.

We received a circular of the Summit County Teachers' Institute, held on the 18th of October, but not until several days after our paper for that month had been published. When notices of proposed meetings of this kind are forwarded to us in season, it will give us much pleasure to aid in making them known. It is now well established that these meetings, wherever held, have been attended with results highly beneficial, both to the teachers attending, and to the adjacent community;—to the first by increasing their information with regard to the best methods of government and instruction, and to the latter by increasing their interest in the prosperity of Common Schools.

It is a matter of regret, that the sessions of the institutes cannot be continued longer than they have been generally hitherto. We presume, however, that as teachers become better acquainted with their value that this difficulty will be obviated.

In addition to the special instruction afforded by Teachers' Institutes, we notice that in some places, preparation has been made to give particular attention to those who intend making teaching a business. From

a recent circular of the Waynesville (Warren County, Ohio,) Academy, we learn that a part of the exercises during the ensuing winter will embrace the instruction of a class of teachers. From the known ability and experience of Mr. Burson, the principal, we have no hesitation in saying that those attending his instructions will enjoy excellent advantages.

Meteorological Register.

To meet the wishes of several of our readers, we commence in the present number, the regular publication of a journal of the weather. A similar journal was published in the Western Academician, which was, during its day, the organ of the Western College of Teachers. A register of the same kind is also published in the Teachers' Advocate, a valuable Educational Journal, published at Syracuse, New York. We merely name these things as some of our readers may not know exactly what a table of this kind has to do with the cause of education, or the business of keeping School. Such articles, though of little interest to many persons, are nevertheless of great interest to others, though their number is small. They also have a bearing on the subject of education, which we shall at some future time point out. On account of our paper being made up before the close of the month, the table in each number will necessarily have the appearance of being one month behind. This we cannot well avoid. The present number commences with September, which in Meteorological reckoning, is the first of the autumnal months.

Wickham's Educational Incentives.

We received a copy of this work by mail some time ago, but a press of other matter has caused us to defer noticing it until the present. It consists in part of handsomely printed tickets, each conveying some thought designed to influence the minds of the pupils, and stimulate them to correct moral deportment and earnestness in the prosecution of their studies. So far as we have examined the sheets and tickets, they seem well adapted for the purpose to which they are designed, and are especially worthy of the attention of those instructors who are in the habit of bestowing on their pupils rewards of this kind. In speaking thus, we do not wish to be understood as recommending a system of emulation among pupils, in which only the successful member of each class is rewarded. We have no doubt, however, that they may be used with advantage, especially with young pupils. We may further add, that almost every instructor will derive advantage from a careful examination of them, as his attention will thus be directed to most of the leading points that require attention in the government and moral training of pupils. The Teacher's Register is a neat and valuable work, ruled so as to enable the instructor to keep a record of the different recitations of his classes, and thus present in a compact form an account of his labors during a quarter or longer period. So far as we know, these works are not for sale in Cincinnati, but may be procured by mail, at \$1 per copy, by addressing the publisher, O. O. Wickham, or J. S. Redfield, New York.

Errors in Mason's Supplement.

An intelligent correspondent writing from Berkshire, Ohio, inquires if there is not an error in Mason's Supplement to Olmsted's Astronomy, Art. 108, in the directions for projecting an Eclipse of the Sun. He suggests that a part of the article referred to should be corrected by transposing the words right and left, so as to read as follows, viz: "Let p and $p-u$ be reckoned

on CD, to the right hand when negative, to the left when positive." It is only necessary to say that he is entirely correct. There are a few other typographical errors in the same work, which are very apt to trouble students. It is a matter of great difficulty, however, to print the first edition of a work entirely free from errors of this kind.

Cincinnati Public Schools.

McGuffey's Eclectic Readers are, and have been since their first publication, standard text books in the Cincinnati Public Schools, notwithstanding the strenuous and oft repeated exertions of the publishers of other reading books to introduce their publications. When the Rhetorical Guide, or Fifth Reader, was published, copies of it were submitted to the School Board for examination, and the following is a copy of a report made by the Committee on Text Books.

"CINCINNATI, MAY 26, 1845.

The Committee on Text Books respectfully beg leave to represent, that they regard McGuffey's Rhetorical Guide, as a work well adapted for use by the higher classes in our Common Schools. The selections appear to have been made with great care and discrimination, and evince the exercise of superior taste on the part of the compiler. The rules for Reading, &c., are those recommended by the highest authorities, such as Walker and Sheridan Knowles, and are undoubtedly the best that are to be found in our language.

Considering the variety and richness of the selections, and its value as a rhetorical guide, your committee have no hesitation in saying that they are not aware of the existence of any other work of the same kind of equal value. We therefore recommend the following resolution:

Resolved, That the Board of Trustees and Visitors authorise the use of McGuffey's Rhetorical Guide by the higher classes of Reading in the Common School."

The resolution was accordingly adopted.

Ray's Arithmetics have long been the standard text books in this department in the Cincinnati Schools.

If popularity and extensive sale are evidences of the superiority of school books, (and it will not be denied that in some measure they are,) the Eclectic Series is almost above comparison with any of its competitors. Five times as many of these works are annually sold in the West and South as of any other series. Indeed, more of them are sold in the region named than of all other similar series together.

We have been led to these remarks, by information from various sources, that reports are in circulation, not in accordance with the above facts.

Since its revision, three years since, the increase of sale of this series has been almost incredible, and constantly in an increasing ratio.

Profit and Loss Logic.

In the November number of the "Teacher's Advocate," published in New York, in an article styled "Eclectic Logic," the editor sneers and snarls at us and our sheet in a manner quite amusingly terrific. This is not strange to us. For years we have been accustomed to the attacks of eastern authors and bookmakers, and now should really feel that we were losing caste, if we did not receive an occasional broadside from their pop-guns. Since the first publication of McGuffey's Eclectic Readers, we have had the "dis-interested" opposition of these gentlemen to contend with, and the immense popularity which this series has gained, renders them but the more bitter. Verily!—he who is wounded in the *purse*, makes the most vindictive enemy!

The article alluded to in the Advocate, as is usual in these attacks on us, is founded entirely on garbled ex-

tracts from one of our articles, and *perversions* of the truth. The head and front of our offending, in the estimation of this Solon of the East, is in the doctrine advanced by us in the close of an article in the October number of the School Friend, that *Western* books, other things being equal, have superior claims on Western teachers and parents. He styles our reasoning on this point "Eclectic Logic." Considering the *motives* which influenced his attack, we have styled his "Profit and Loss Logic."

As we wrote our article it stands in the School Friend thus:

"In their present revised, enlarged and improved form, we claim for McGuffey's Readers—

1st, Superiority as regards intrinsic merit to all other similar works extant;

2d, That they are the cheapest Series of Readers yet published;

3d, That they have a claim on Western teachers and parents, possessed by no other series,—inasmuch as they are the only strictly Western series in existence, of which the author, (as well as publishers,) are of the West.

As regards the first point,—though our claim may not be readily admitted by all, we believe there are few who, after careful investigation, will not admit that they are at least equal to any others. The second is capable of demonstration, by a comparison of the amount of matter contained in each work of this series, with the corresponding numbers of others,—and also a comparison of the respective prices. We claim no weight for the third point, unless the first be at least partially admitted,—this is, that they are at least *equal* in intrinsic merit to any others. If it be admitted that they are as good and cheap as others, we ask, should it not be an argument in their favor with Western teachers, that they are Western books, in other words, *home productions*?

The Advocate copies only the following: "They, (the Eclectic Readers,) have a claim on Western teachers and parents possessed by no other series, inasmuch as they are the only Western series in existence, of which the author, as well as publishers, are of the West." "They are home productions."

Having thus, by giving a *part* only of our argument, (and an important word omitted in that,) *perverted* our meaning, and represented us as advancing a doctrine which we do not and never did advance,—Mr. Advocate proceeds to apply the cudgel to this creation of his own invention, which he has the impudence to palm off as *ours*! Mark!—We said, "We claim *no weight* for the third point, unless the first be at least partially admitted,—that is, that they are at least *equal* in *intrinsic merit* to any others. If it be admitted that they are as good and cheap as others, should it not be an argument in their favor with Western teachers, that they are Western books,—in other words, home productions?" This is entirely omitted by the Advocate. The conclusion is given without the proviso. What must be thought of one who will thus misrepresent the statements of others?

But we must make allowances for the Advocate. One of its editors is a school book author, and the best men's judgments will sometimes be, even imperceptibly to themselves, warped by their *pocket interests*. Nay!—their very vision will be sometimes so obscured, that though they can read one part of an argument, they cannot for the life of them read the other!

Some of the reflections of the Advocate on this *perversion* of our argument, are not less absurd than is the perversion enormous. For instance, having thus put upon us a doctrine which we never professed, he accuses us of "insulting teachers" thereby! How inconsistent in you, friend Advocate! First, you indirectly accuse us of being actuated solely by *self-interest*, and

then, of "insulting" the very class of men whom this self-interest would lead us to curry favor with!

The Advocate makes an attempt to prove the Eclectic Readers to be *Eastern* books, which is quite as amusing as a similar one from another source, alluded to by us in another column. Our answer to one, will apply to the other.

One correction more, and we have done. Alluding to the competition which has for a few years existed between our readers and an Eastern series, the Advocate accuses us of "being worsted in the fight or fearing that result." You are as far from the truth here as before, Mr. Advocate! (It is impossible to be *more so*.) Since this competition commenced, the yearly sale of the Eclectic Series has been constantly and rapidly increasing. The increase of the present year's sales over those of former years, is even in a *greater ratio* than ever before. Experience has taught us not to fear examination, criticism or opposition for these books. Such are their intrinsic merits, that they need only to be *known*, to be appreciated. They have now attained a greater popularity than was ever before acquired by any series of Reading Books in the United States.

We are sorry to come into collision with the Advocate thus. We have ever ranked it among the ablest and best of the numerous Eastern Educational Journals.

The article in question is not at all worthy of it. We know that some of these periodicals look with jealousy on the "School Friend," from the fact that it is issued gratuitously, and are sorry that this unkind feeling should exist, from this or any other cause. Whether this jealousy formed any part of the motive for this wanton attack, we will not pretend to say.

Extracts from Letters.

A Teacher writing from Logan County, Ohio, says:

"In this section of the county the cause of Common Schools is at a low ebb. The leading object with the people generally is, to procure that Teacher who will undertake to teach for the lowest wages. In many districts they do not have more than three or four months of school in the year. The great object seems to be to procure a person, no matter what his qualifications may be, who will teach the quarter for the pittance of public money that may be in the treasury. But I must not lay the sin of this state of things at the people's door altogether; we who teach are in my opinion not free from blame. There appears to be too much apathy on the part of Teachers, for although they are constantly complaining of low wages, and saying, that if they are not better paid, they will quit the business, yet there is little or no effort on their part to improve their qualifications, which I hold to be the first step to be taken, in order to increase our pay, and increase the general interests of Common School education in our country."

Our correspondent undoubtedly takes a correct view of the course to be pursued by teachers with reference to the improvement of their qualifications. Whatever may be the wages of an instructor, let him endeavor to do his duty faithfully, and improve his qualifications to the utmost of his abilities. He will thus not only teach with more satisfaction to himself and benefit to his pupils, but in all probability, will receive better wages than one possessed of less zeal and ability. A teacher in any neighborhood, where the people are not entirely dead to the best interests of their children, by carefully instructing his pupils and interesting them in their studies, will, through them, be able to create an interest in their parents with regard to the school, and the progress of their children. Let this point be once gained, and the people will discriminate with reference to instructors, and he who is best qualified, will obtain the best wages. We trust the anticipated meeting for the

improvement of teachers to which our correspondent refers, will be well attended and productive of beneficial results.

FROM SCRUTATOR.

"Having been engaged in the instruction of youth for about 35 years, it will be presumed that I have profited some by experience. In the state of Indiana, I have for seven consecutive years been an examiner of Common School Teachers. Of their qualifications generally I know something. As the law now is, and has been, it is in a great many instances worse than worthless. Its spirit is evaded—its letter dead. The law requires the Examiner, to examine and certify to what the applicant is capable of teaching; it also requires him to certify to moral character, and to competency to govern a school. The object of nine tenths of the applications for certificates of qualifications to teach, is, to enable the District Trustees to draw public money, and this is not unfrequently avowed. Sometimes,—yes, very often, a certificate is applied for at the end of the term of the employee! This is directly contrary to the letter of the law. If I refuse a certificate, because of non-compliance with the law, another Examiner is applied to and one obtained. As the law is at present, the District Trustees can and do employ incompetent teachers, in violation of the law, and pay them out of the public money. These evils can and ought to be stopped, they are insufferable.

Again, the law ought to prescribe the various branches of education which every Common School Teacher ought thoroughly to understand. My opinion on this subject is, that their qualifications ought to embrace, Orthography, Orthoepey, reading, writing, English Grammar, Geography, and a competent knowledge of Arithmetic; with a certificate of *good moral character*—as a *sine qua non*."

The remainder of the letter contained some excellent remarks on the changes proposed to be made in the School laws of that state; but we have omitted them as they could not be well understood without the documents to which the remarks referred. The subject of the duties of the Boards of School Examiners is one of great importance, both to teachers and the general cause of education, and it is our intention to recur to it again at an early period.

Encourage Home Productions.

Though we would not ask encouragement for home productions merely because they are such, without regard to real merit, we do hold that it should be an argument, and a strong one too, in favor of any article that it is *Western*. We believe there are few dwellers in the West, whether it be their native or adopted home, to whom its prosperity and true progress are not dear. It is a land which peculiarly calls forth and enchains the affections of those who live in it. The natural fertility of its soil,—the splendor of its forests and rivers,—the salubrity of its climate, and its vast resources for agriculture, manufactures and commerce,—are all calculated to endear it to those who call it their home. Its history is justly a subject of pride. Where but a short time since were savages and wigwags, cities have sprung up,—and what was so recently an unbroken wilderness is now interspersed with numerous thriving towns that need not fear comparison with their Eastern competitors of a much elder growth. History cannot furnish an instance of such rapid strides in prosperity. But the goal is by no means yet reached. Onward and upward its course may, and will be, if it be true to its own interests. All to whom the West is dear,—who are not merely proud of its past history but desirous of present progress, can do something to favor that progress. One way in which they can do this is, by *encouraging home productions*,—as well of *intellectual* as of

physical labor. In fact, the former, with us, needs encouragement much more than the latter. The natural resources of the West are so great, in richness of soil,—mines of coal, iron, lead, &c., that they will develop themselves, and need fear no competition. In the products of *mind*, we have not this advantage, and thus it is that in this it most behooves the West to encourage its own.

Teachers and school officers have, in the selection of text books to be used in our schools, opportunities to give preference, where other things are equal, to *Western Books*, over those which emanate from the East. We say, other things being equal, for the *first* question should be, as regards intrinsic merits. This being decided, however, we think a Western book or series of books has much stronger claims on Western teachers than those which come from the East. The West is fully competent to furnish itself with elementary school books, and if, when really *good* ones are produced, they are preferred by teachers, it will soon cease to be dependent upon the East in this respect.

The above has been written in reference to McGuffey's Eclectic Series of School Books, which is in the strictest sense of the term, a *Western* series, every book comprised in it having originated in the West. We have before expressed our opinion that as regards intrinsic merits for the purposes of instruction, neatness and durability of binding, and cheapness, a careful examination will convince any one that these books are equal, if not superior, to any others.

This being the case,—should not the fact that they are *Western*, have much weight? Many intelligent teachers have said to us that with them it was a *very strong* argument in their favor,—and we believe that teachers generally, whose attention is called to this point, will unite in this feeling.

Since writing the above, we have seen a virtual acknowledgment of the correctness of the position there taken, (that Western books should have preference over Eastern,) in the shape of a circular, emanating from a branch in Cincinnati of a New York publishing house, endeavoring to show that Sanders' Readers, (published by them,) are *Western books*! We say *virtual* acknowledgment, for the writer first, (in effect,) avows his contempt for any feeling in favor of Western productions, and then, nevertheless, goes on in a somewhat curious attempt to prove that Sanders' Readers are Western Readers!

We have but a few words to write in answer. Sanders' Readers were prepared in the East, and *for* the East; and *there only*, for a long time, they were printed and circulated. A few years since their introduction in the West was undertaken. The branch above alluded to was then established here, stereotyped plates were sent from New York, and the books printed here. Much the largest portion of Sanders' Readers sold are *still* printed in the East,—the copyright of them is owned in the East, and a *portion* of the profit on every book sold goes to the East.

Now for McGuffey's Eclectic Series. Nearly all of their author's useful life has been spent in the West, devoted to the cause of primary Education. Perhaps no one has been a more industrious and successful laborer in this cause than has he. The Eclectic Series was prepared *in* the West and expressly *for* the West. The origin of the series is *entirely Western*, and they are and ever have been printed exclusively in the West.

We repeat, therefore, that the Eclectic Series is the *only strictly Western Series* in existence, and if it is any argument in favor of school books which are certainly not excelled in intrinsic merits by any others, that they are strictly *Western productions*, this series has full claim to the benefit of it.

The Radix.

We have received the first number of the Radix, a new educational journal, published at Richmond, Va., by S. A. JEWETT, editor and proprietor.

From the contents and appearance of the number before us, we have no doubt that it will prove an able and devoted advocate of the interests of education in the state of Virginia. We trust that it will meet with a cordial and hearty support from the friends of education, both there and elsewhere. It is published monthly at 50 cents per annum.

Goodrich's Pictorial Histories for Schools.

A PICTORIAL HISTORY OF THE UNITED STATES, with notices of other portions of America. A PICTORIAL HISTORY OF ENGLAND. A PICTORIAL HISTORY OF FRANCE. A PICTORIAL HISTORY OF GREECE. By S. G. GOODRICH. Published by Sorin & Ball, Philadelphia.

Mr. Goodrich is extensively known as the author of Peter Parley's Tales, and a host of other juvenile and school books. He certainly deserves much credit for industry in writing, for he has brought out more works of this kind than any other author of the present day. In this multitude of productions are many that are, in our opinion, quite indifferent in merit, and on the other hand, some that are most excellent.

Among the very best of this latter class we rank the series of histories before us. Indeed, Mr. Goodrich is peculiarly fitted for the preparation of this particular class of school books. His *forte* is *story-telling*, and history is neither more nor less than a tale,—an ungarnished one it should be so far as truth is concerned,—but nevertheless a tale. A peculiar merit of these books is, therefore, that the subject is rendered in a high degree interesting and attractive to the young student.

Their mechanical execution is excellent;—the illustrations are numerous and well executed;—the books are also thickly interspersed with maps and plans of battles.

For the School Friend.

Aspects of the Heavens.—No. 1.

In many of the higher Schools and Academies of the West, some attention is paid to Astronomy, and, in particular, to that part of it designated by the title, "Geography of the Heavens." It has occurred to me that a brief article, calling attention to the situation of some of the more conspicuous objects in the celestial space, might be acceptable to some of the readers of the School Friend. I have, therefore, prepared the following, in which the observer is supposed to be in the latitude of 39 degrees north, and the hour, seven, in the evening, about the middle of November, 1847. The observations, as the almanacs say, will answer, without material variation, for all the Western States.

We shall only, at present, look at a part of the sky east of the meridian. What is that fiery red star, a little south of east, that is, now, a little more than one third of the distance from the horizon to the zenith, and which must have arisen some three hours since? That is the planet Mars; it is now travelling westward, through the constellation Aries, and is at present situated in that part of it designated, on the celestial maps, by the fore-legs. This planet is continually approaching to, or receding from, the earth. From the commencement of the present year, till the 23d of October, it has been approaching the earth, and, consequently, increasing in brightness. At its nearest approach, its distance was about 43 millions of miles. On the 25th of September, 1848, when most remote, its distance will be about 249 millions of miles; and on December 12th, 1849, when

again nearest to us, the distance will be about 55 millions of miles,—so that at its opposition in December, 1849, it will be less brilliant than in October, 1847. It is now diminishing in lustre, though still very bright.

The star Arietis, the brightest in the constellation Aries, is about 11 degrees north of the planet. It is one of those stars from which the Moon's distance is given in the Nautical Almanac, and is one of the landmarks of the heavens, being always an object of interest to navigators. There is also another star, of the second magnitude, in the head of Aries; it is about three degrees southwest of Arietis. These two stars enable the observer readily to recognise this constellation.

South and southwest of the planet lies the constellation Cetus, or the Whale. Although occupying a large space in the heavens, it contains no bright stars, except Menkar, which is a star of the first magnitude. It is situated in the upper jaw of the Whale, and, at the hour of which we are speaking, is about two thirds as far above the horizon as the planet, and nearly in the same vertical circle with it.

About the same height above the horizon, as the star Menkar, and nearly east of Aries, may be seen the constellation Taurus, or the Bull. It is readily distinguished by the Pleiades, or seven stars, in the neck, and the Hyades, which include the bright star, Aldebaran, in the head. At this hour, Aldebaran is nearly in the vertical line between the seven stars and the horizon. Being very bright, and also near the ecliptic, or Sun's path in the heavens, it is also one of those stars from which the Moon's distance is reckoned, for the purpose of determining longitude, at sea.

In a direct line, and about midway between the planet and the zenith, lies the constellation Andromeda; it may be distinguished by three stars, of the second magnitude, situated in a line extending nearly east and west. The bright western star, called Alpherat, is situated in the head of the constellation.

Directly west of the planet, and between it and the zenith, lies the constellation Pegasus, or the Flying Horse. It contains one star, Markab, of the first magnitude; while the star, Algenib, in the wings, is in a direct line between Markab and the planet; and another bright star, Alpheus, situated in the fore-legs, is nearly exactly north of Markab.

A few minutes' observation will enable almost any person to identify all the stars and constellations that we have mentioned, and this is, perhaps, sufficient for one evening. Y.

Solutions to the Arithmetical Questions in the School Friend, No. 1. Vol. 2.

Question 1st.—Five persons have each a certain sum of money; A, B and C have \$101; B, C and D have \$113; C, D and E have \$116; D, E and A have \$112; and E, A and B have \$116; required the amount possessed by each one separately.

Solution by James Anson.—By adding all the numbers together we obtain \$558, which is evidently three times the sum of what they all have, and consequently one third of this, or \$186, is the sum of what they all possess; if from this sum we take successively what each combination of three possesses, the remainders will give what some combination of two persons possesses; thus it will be found that D and E have \$85, A and E \$73, A and B \$70, B and C \$74, and C and D \$70; now if from the sum possessed by each combination of three, we subtract the sum possessed by each combination of two persons, we

shall obtain the amount possessed by each individual. Thus it will be found that A has \$27, B \$43, C \$31, D \$39, and E \$46.

Question 2d.—It is required to find a sum of money, of which, in the space of 4 years, the true discount, at simple interest, is 5 dollars more at the rate of 6 than of 4 per cent. per annum.

Solution by J. Kirwin.—If we take a sum, for instance \$50, we find the true discount by the usual rule for 4 years is \$9 $\frac{1}{4}$ at 6, and \$6 $\frac{3}{4}$ at 4 per cent; the difference of these is \$2 $\frac{1}{4}$. Now it is evident the difference of discount at any two rates is in a direct ratio to the principal; that is, that twice the principal will give twice the difference of discount. Hence we have the following proportion. As \$2 $\frac{1}{4}$ is to \$5, so is \$50 to \$89.90 cents, the required sum.

Both these questions were solved by Sylvester Johnson and W. L. Hamilton of Indiana, by J. B. Fish of Ohio, and John Canby of Maryland.

The first question was solved by Willard D. Gage and J. K. Morris.

John R. Woodson of Tennessee, answered the second question, and furnished the following general rule for working all similar questions.

RULE.—Divide the product of the amounts of one dollar, for the given time, at the given rates, multiplied by the given difference, by the difference of the amounts of one dollar for the given time and rates; the quotient will be the answer required.

Thus,
$$\frac{1.24 \times 1.16 \times 5}{1.24 - 1.16} = \frac{7.192}{.08} = \$89.90 \text{ cts.}$$

Several of our readers having expressed a wish to see an analytical solution to Question 1st, No. 12, we here publish a full and clear analysis of the question by Mr. Doggett of Lebanon. As this number of our paper will be read by some who have not seen the question before, we reprint it.

If 4 acres pasture 40 sheep 4 weeks, and 8 acres pasture 56 sheep 10 weeks, how many sheep will 20 acres pasture 50 weeks, the grass growing uniformly all the time?

Solution by W. F. Doggett.—By the first condition of the question, 40 sheep eat 4 acres of pasture and its growth in 4 weeks; the 8 acres being $\frac{1}{2}$ of 4 acres, it would require $\frac{1}{2}$ as many sheep to eat 8 acres and its growth in the same time;—and 40 sheep multiplied by $\frac{1}{2}$ are 20 sheep. To eat the same in 10 weeks, would require only $\frac{2}{5}$ as many sheep; and 20 sheep multiplied by $\frac{2}{5}$ are 8 sheep.

By the second statement of the question, 56 sheep eat 8 acres of grass and its growth in 10 weeks;—and 56 sheep less 8 sheep are 48 sheep. Then it follows, that 24 sheep in 10 weeks would eat the growth of 8 acres of grass during the 6 remaining weeks. To eat the growth of 8 acres during 10 weeks, would require $\frac{1}{2}$ as many sheep, and 24 sheep multiplied by $\frac{1}{2}$ are 12 sheep. Then, 48 sheep less 12 sheep are 36 sheep. And it is plain that 16 sheep

in 8 weeks would eat the grass at first on the 8 acres; and it is also evident that 40 sheep, in 10 weeks, would eat the growth of the 8 acres of grass during the 10 weeks.

If the 20 acres in the third statement of the question being $2\frac{1}{2}$ or $2\frac{1}{2}$ times 8 acres, it would require $2\frac{1}{2}$ times 16 sheep to eat the grass at first on the 20 acres, in 10 weeks;—and 16 sheep multiplied by $2\frac{1}{2}$ are 40 sheep. To eat the same in 50 weeks, would require only $\frac{1}{5}$ or $\frac{1}{5}$ as many sheep;—and 40 sheep divided by 5, are 8 sheep. And to eat the growth of 20 acres of grass during the 50 weeks, would require $2\frac{1}{2}$ times 40 sheep;—and 40 sheep multiplied by $2\frac{1}{2}$ are 100 sheep.

Finally, 8 sheep plus 100 sheep are 108 sheep, the number required.

Arithmetical Questions for the School Friend, No. 2, Vol. 2.

Question 1st by W. R. Saurin.—Three men, A, B and C, undertake to mow a meadow containing 15 acres. A can mow 5 acres in 3 days, B can mow 7 acres in 4 days, and C can mow 9 acres in 5 days. How long will it require the three men to mow the 15 acres?

Question 2d, by Isaac Dalby.—If 30 men in 40 hours can dig 80 cubic yards; how many men, who are stronger in the proportion of 5 to 4, would it require to dig 120 yards in 90 hours, supposing the ground in the latter case is harder than that in the former, in the ratio of 9 to 8, and that the labor in digging is directly proportional to the hardness of the ground.

Question 3d, from the appendix to Ray's Arithmetical Key, by request of S. J.—A and B can perform a piece of work in 2 days; A and C in 3 days; and B and C in 5 days; in what time would each do it by himself?

We also insert the following question by particular request; it is not, however, a proper arithmetical question, and on account of the want of suitable type we do not promise to publish a solution, further than to point the general method by which it may be obtained. The proposer states that it is taken from an old Arithmetic, and we presume, that in addition to the requirements of the question, he wishes to ascertain the exact quantity of land apportioned to each daughter.

Question 4th.—

A landed man two daughters had,
And both were very fair;
To each he gave a piece of land
One round, the other square.
At forty dollars, the acre just
Each piece its value had,
The dollars which encompassed each,
For each exactly paid.
If 'cross a dollar be an inch,
And just a half inch more;
Which did the better portion have
That had the round or square?

Influence of Example.

Do you ask what will educate your son? Your example will educate him; your conversation with your friends, the business he sees you transact; the likings you express; these will educate him: the society you live in will educate him; your domestics will educate him; above all, your rank and situation in life, your house, your table, your pleasure grounds, your stable will educate him. It is not in your power to withdraw him from the continual influence of those things, except you were to withdraw yourselves from them also.

There is nothing which has so little share in education as precept. To be convinced of this, we need only reflect that there is no one point we labor more to establish with children than that of their speaking the truth; and there is not any in which we succeed worse. And why? Because children readily see we have an interest in it. Their speaking truth is used by us as an engine of government.

"Tell me, my dear child, when you have broken anything, and I will not be angry with you." "Thank you for nothing," says the child; "if I prevent you from finding out, I am sure you will not be angry;" and nine times out of ten he can prevent it. He knows that in the common intercourse of life you tell a thousand falsehoods.

I do not mean to assert that sentiments inculcated in education have no influence—they have much, though not the most; but it is the sentiments we let drop occasionally in the conversation they overhear when playing unnoticed in a corner of the room, which has an effect upon children; and not what is addressed directly to them in the tone of exhortation. If you would know precisely the effect these set discourses have upon your child, be pleased to reflect upon that which a discourse from the pulpit has upon you. Children have almost an intuitive discernment between the maxims you bring forward for their use, and those by which you direct your own conduct. Be as cunning as you will, they are always more cunning than you. Every child knows whom his father and mother love and see with pleasure, and whom they dislike; for whom they think themselves obliged to set out their best plate and china; whom they think it an honor to visit, and upon whom they confer honor by admitting them to their company.

"Respect nothing so much as virtue," says Eugenio to his son; virtue and talent are the only grounds of distinction. The child presently has to inquire why his father pulls off his hat to some people and not to others? he is told that outward respect must be proportioned to different stations in life. This is a little difficult of comprehension; however, by dint of explanation, he gets over it tolerably well. But he sees his father's house in his bustle and hurry of preparation, common busi-

ness laid aside, every body in movement, an unusual anxiety to please and shine; nobody is at leisure to receive his caresses or attend to his questions—his lessons are interrupted, his hours deranged. At length a guest arrives; it is my Lord —, whom he has heard you speak of twenty times, as one of the most worthless characters upon earth. Your child, Eugenio, has received a lesson of education. Resume, if you will, your system of morality on the morrow: you will in vain attempt to eradicate it. "You expect company, mamma, must I be dressed to-day?" "No, it is only good Mr. Such-an-one." Your child has received a lesson of education, one which he will understand and long remember.

Troy Press.

Pursuit of Knowledge under Difficulties.

The following is a most remarkable and praiseworthy instance of what perseverance and industry, rightly directed, are able to effect. Among the graduating class at the commencement last week, at Williams College, was one by the name of Condit, from Jersey. This gentleman is a shoemaker, is married, and has a family of four children. Six years ago, becoming sensible of the blessings of an education, he commenced learning the simple branches, such as are taught in our primary schools. One by one, as he sat on his shoemaker's bench, he mastered grammar, arithmetic, geography, &c., with some occasional assistance from his fellow workmen. At this time he determined to obtain a collegiate education. Without means and with a large family depending on him for support, he commenced and learned Latin and Greek in the evenings, after his day's labor was over, under the direction of a friend; and after the lapse of a year and a half, prepared himself and entered the sophomore class of Williams College.

He brought his bench and tools as well as his books with him. The students supplied him with work; the faculty assisted him; and together with the fund for indigent students and some occasional assistance from other sources, he was enabled to go through the college course, and at the same time support his family. He graduated last week, on his birth day, aged thirty-two. He stood high in his class, and received a part at the commencement, but declined. At the farewell meeting of the class, in consideration of his perseverance, talents, and Christian character, they presented his wife with an elegant set of silver spoons, tea and table, each handsomely engraved with an appropriate inscription.

Mr. Condit will now enter the Theological Seminary at New York, and will no doubt make a faithful and popular minister.

What young man in this country will ever, after such an example as this, despair of obtaining an education?—*Springfield Republican.*

True Independence.

Soon after his establishment in Philadelphia, Franklin was offered a piece for publication in his newspaper. Being very busy, he begged the gentleman would leave it for consideration. The next day the author called and asked his opinion of it. "Why sir," replied Franklin, "I am sorry to say that I think it highly scurrilous and defamatory. But being at a loss, on account of my poverty, whether to reject it or not, I thought I would put it to this issue,—at night when my work was done, I bought a twopenny loaf, on which with a mug of water I supped heartily, and then wrapping myself in my great coat slept very soundly on the floor till morning; when another loaf and a mug of water afforded me a pleasant breakfast. Now, sir, since I can live very comfortably in this manner, why should I prostitute my press to personal hatred or party passion for a more luxurious living?"

One cannot read this anecdote of our American sage without thinking of Socrates' reply to King Archelaus, who had pressed him to give up preaching in the dirty streets of Athens, and come and live with him in his splendid courts,— "Meal, please your majesty, is a half-penny a peck at Athens, and water I can get for nothing." *Boston Christian World.*

Novels and Insanity.

In the fourth annual report of the Mount Hope Institution for the insane, by Dr. W. H. Stokes, he says, in respect to moral insanity, "Another fertile source of this species of derangement has appeared to be an undue indulgence in the perusal of the numerous works of fiction, with which the press is so prolific of late years, and which are sown broadcast over the land, with the effect of vitiating the taste and corrupting the morals of the young. Parents cannot too cautiously guard their young daughters against this pernicious practice. We have had several cases of moral insanity, for which no other cause could be assigned than excessive novel reading. And nothing is more likely to induce this disease than the education which fosters sentiment, instead of cherishing real feelings—such as results from the performance of active benevolence, sacred duty of ordinary life, and of religious obligations—which awakens and strengthens the imagination without warming the heart; and to borrow the language of an eloquent divine, places the individual "upon a romantic theatre—not upon the dust of mortal life."

Curious Results of Ventilation.

In a weaving mill, near Manchester, where the ventilation was bad, the proprietor caused a fan to be mounted. The consequences soon became apparent in a curious manner. The operatives, little remarkable for olfactory refinement, instead of thanking their employer for his attention to their comfort and health, made a formal com-

plaint to him that the ventilator had increased their appetites, and therefore entitled them to a corresponding increase of wages! By stopping the fan a certain part of the day, the ventilation and voracity of the establishment were brought to a medium standard, and complaints ceased. The operatives' wages would but just support them, but any additional demands by their stomachs could only be answered by drafts upon their pockets, which were by no means in a condition to answer them.

Plain Diet.

This is what children ought, on every account, to be accustomed to from the first. It is vastly more for their present health and comfort than little nice things with which fond parents are so apt to vitiate their appetites, and it will save them a great deal of mortification in after life. If you make it a point to give them the best of every thing; to pamper them with rich cakes, sweetmeats, and sugar plums; if you allow them to say with a scowl, "I don't like this," or "can't eat that," and then go away and make them a little toast, or kill a chicken for their dainty palates, depend upon it, you are doing them a great injury, not only on the score of denying them a full muscle and rosy cheek, but of forming one of the most inconvenient habits that they can carry along with them in after life. When they come to leave you, they will not, half the time, find anything they can eat; and thus you will prepare them to go chafing and grumbling through life, the veriest slaves almost in the world.

—*Dr. Humphreys.*

A Hint to Ladies.

The Philadelphia Pennsylvanian publishes from the pen of a lady, the following remarks on dress:

"Speaking of beauty, I wish people would dress pleasantly—benevolently. I saw a lovely girl to-day looking unlovely and unloveable, because her muslin dress was stiffly starched, *to keep clean the longer.*—My laundress tries in vain to persuade me into the barbarous custom. To my mind, a woman should always look as soft to the touch as a flower and as pure. All her garments should be made of the finest and softest material that will easily dispose itself into folds, falling gracefully around her; and not by being liable to ruffle it every moment, compel her to stiff attitudes and starched demeanor, denying her all luxury of lounge and loll; why, my very words would grow prim and precise, were I to wear a dress, which depended on flour or potato for its propriety."

Redness of the Sky.

Sir Humphrey Davy says that the cause of the redness of the sky at sunset, is, that the air being then dry, refracts more red or heat making rays; and as dry air is not perfectly transparent, they are again reflected in the horizon.

Poetry.

The following charming pastoral elegy, by Bryant, is unsurpassed, in good taste and poetic beauty, by anything of the kind, ancient or modern. We challenge the admirers of Theocritus, Virgil, Thomson, Shenstone or Burns, to produce a piece of more exquisite pathos, or more true to nature.

Death of the Flowers.

BY BRYANT.

The melancholy days are come,
The saddest of the year,
Of wailing winds and naked woods,
And meadows brown and sere.
Heaped in the hollows of the grove,
The withered leaves lie dead;
They rustle to the eddying gust,
And to the rabbit's tread:
The robin and the wren are flown,
And from the shrub the jay,
And from the wood-top calls the crow,
Through all the gloomy day.

Where are the flowers, the fair young flowers,
That lately sprung and stood
In brighter light and softer airs,
A beauteous sisterhood?
Alas! they all are in their graves,
The gentle race of flowers,
And lying in their lowly bed,
With the fair and good of ours.
The rain is falling where they lie,
But cold November rain
Calls not, from out the gloomy earth,
The lovely ones again.

The wild flower and the violet,
They perished long ago,
And the wild rose and the orchis died
Amid the summer glow;
But on the hill the golden rod,
And the aster in the wood,
And the yellow sun-flower by the brook,
In autumn beauty stood,
Till fell the frost from the clear, cold heaven,
As falls the plague on men,
And the brightness of their smile was gone
From upland, glade, and glen.

And now, when comes the calm, mild day,
As still such days will come,
To call the squirrel and the bee
From out their winter home,
When the sound of dropping nuts is heard,
Though all the trees are still,
And twinkle in the smoky light
The waters of the rill;
The south wind searches for the flowers
Whose fragrance late he bore,
And sighs to find them in the wood
And by the stream no more.

And then I think of one who in
Her youthful beauty died—
Tha fair meek blossom that grew up
And faded by my side;
In the cold moist earth we laid her,
When the forest cast the leaf,
And we wept, that one so lovely
Should have a life so brief;
Yet not unmet it was, that one,
Like that young friend of ours,
So gentle and so beautiful,
Should perish with the flowers.

ABSTRACT OF THE
METEOROLOGICAL REGISTER,
KEPT AT
Woodward College, Cincinnati,
Lat. 39 deg. 6 minutes N.; Long 84 deg. 27 minutes W.
150 feet above Low Water Mark in the Ohio.
BY JOSEPH RAY, M. D.
September, 1847.

Day of M.	Fahrenheit's Thermometer			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean		A. M.	P. M.	Force			
1	65	81	71.8	29.269	west	west	1	fair	7	
2	64	83	73.2	.299	s w	s w	1	fair	7	
3	65	89	76.8	.271	west	west	1	fair	8	
4	66	87	76.3	.175	west	west	1	var'ble	3	.12
5	65	86	72.0	.154	west	n w	1	var'ble	4	
6	58	79	66.3	.354	n w	north	2	fair	8	
7	60	86	76.3	.169	west	s w	3	var'ble	3	
8	62	80	65.8	.084	s w	west	1	cloudy	0	.41
9	53	70	57.8	.425	n w	n w	1	fair	9	
10	46	74	57.7	.544	n e	n e	1	clear	10	
11	48	73	57.8	.483	n e	n e	1	clear	10	
12	47	78	61.7	.277	n e	n e	1	fair	7	
13	49	68	53.8	.338	n e	north	1	var'ble	5	
14	38	64	50.3	.533	north	north	1	clear	10	
15	44	70	60.0	.485	n e	n e	1	fair	9	
16	52	81	66.7	.306	east	east	1	fair	9	
17	58	76	65.7	.164	south	west	3	var'ble	2	1.94
18	56	68	60.0	28.951	west	west	2	var'ble	2	.41
19	52	68	59.7	29.120	n w	n w	1	var'ble	1	.47
20	56	68	60.0	.219	n w	n w	1	var'ble	1	
21	52	72	59.0	.328	n w	n w	1	var'ble	5	
22	50	73	61.0	.405	n w	n w	1	fair	8	
23	54	73	62.3	.292	n e	n e	1	cloudy	0	.46
24	58	75	63.7	.187	north	n w	1	fair	8	
25	56	80	69.3	.204	west	s w	1	var'ble	3	
26	68	84	73.2	.189	s w	s w	1	var'ble	4	
27	67	82	69.2	.117	s w	west	1	var'ble	3	.06
28	48	68	54.7	.173	west	west	3	fair	7	
29	46	66	58.7	.049	west	west	2	var'ble	2	
30	54	76	62.8	.139	s w	s w	1	fair	6	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours, beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY.—Least height of thermometer, 38 deg.

Greatest height of do. 89 "
Monthly range of do. 51 "
Least daily variation of do. 12 "
Greatest daily variation of do. 29 "
Mean temperature of month, 64.12 "
Do. do. at sunrise, 56.1 "
Do. do. at 2 P. M. 75.6 "

Coldest day, September 14th.

Mean temperature of coldest day, 50.3 "

Warmest day, September 3d.

Mean temperature of warmest day, 76.8 "

Minimum height of barometer, 28.951 inches.

Maximum do. do. 29.545 do.

Range of do. do. .594 do.

Mean height of do. do. 29.251 do.

Number of days of rain, 8.

Perpendicular depth of rain, 3.87 inches.

WEATHER.—Clear and fair, 15 days; variable, 13 days; cloudy, 2 days.

WIND.—N. $2\frac{1}{2}$ days; N. E. $5\frac{1}{2}$ days; E. 1 day; S. $\frac{1}{2}$ day; S. W. 5 days; W. 9 days; N. W. $6\frac{1}{2}$ days.

MEMORANDA.—4th, light rain, 2 P. M. 8th, light rain, 11 $\frac{1}{2}$ A. M., followed by heavy thunder and heavy rain in the afternoon. 17th, began to rain at 11 $\frac{1}{2}$ A. M., rest of day and night very wet. 18th, rain and hail 8 $\frac{1}{2}$ A. M., rest of day showery. 19th, morning variable, afternoon wet and gloomy. 30th, an Indian summer day.

OBSERVATIONS.—This month has been, on the whole, very pleasant. Both the mean temperature and the quantity of rain are very nearly the average for the same month during the last thirteen years. The first frost of autumn was seen on the 14th; so far as I have been able to learn, it did but little damage. Although we have an abundance of rain here, I notice that in some sections of the country, especially in Indiana, it has been very dry.

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